

August 5th, 2020

Dear Editor,

Subject: Response to letter titled, "Video feedback in medical education: a student's perspective"

Thank-you for giving us the opportunity to respond to a letter written in response to our article published earlier this year (Patel et al, 2020). We would like to thank the author of the letter for their constructive feedback and ideas for further developing the intervention. We have published a related, follow-up article in the *British Journal of Clinical Pharmacology* (Green et al, 2020) describing the effectiveness of the intervention on prescribing performance in clinical practice at three different centres.

We agree that feedback from patients on the candidates performance is important for learning. The intervention was designed collaboratively with patients but also pharmacists, junior doctors, medical educators and human factors experts. Furthermore, we captured patient feedback and communicated this back to participants as a part of the video feedback when the intervention was implemented in practice (Green et al, 2020).

We also agree that interprofessional collaborative practice is important for learning. Whilst our original paper described the impact of SRL-enhanced video-feedback on prescribing and the related decision-making, other competencies such as collaboration on task and shared-decision making are also essential for delivering safe and effective care.

We recognise the value of peer assessment and all other forms of formative (non-digital) feedback on improving performance. Although SRL-enhanced video-feedback was the stimulus for engaging in a conversation about performance, feedback was also delivered through other facets of education such as face-face consultations between participants and other clinical teachers.

We thank the author for their comments about our research and look forward to continuing the conversation about interventions for improving individual SRL behaviours across all medical education contexts.

Kind regards,

Rakesh Patel, William Green, Muhammad Waseem Shahzad, Helen Church and John Sandars

Cited references:

Patel R, Green W, Shahzad M, Church H, Sandars J. (2020). Using a self-regulated learning-enhanced video feedback educational intervention to improve junior doctor prescribing. *Medical Teacher*. DOI:10.1080/0142159X.2020.1748183

Green W, Shahzad M, Wood SW, Martinez Martinez M, Baines A, Navid A, Jay R, Whysall Z, Sandars J. Patel R. (2020). Improving junior doctor medicine prescribing and patient safety: an intervention using personalised, structured, video-enhanced feedback and deliberate practice. *British Journal of Clinical Pharmacology*. DOI:10.1111/bcp.14325